

Monday-Celebration and Healing

Content/Goal

3A.2a. Demonstrate the ability to respect the rights of self and others.

Students will:

- ★ Understand the importance and value of affirming, celebrating, and honoring Black lives
- ★ Understand that life is easier for some people and harder for others based on who they are and where they're from
- ★ Identify ways to interfere when they see racial injustice happening

Materials

I Am Every Good Thing by Derrick Barnes
 (Book available on [Sora](#) after logging in through Clever)
 (Audiobook version available on [Libby](#) with a library card)

Vocabulary

Movement
 Affirm
 Sphere of Influence

Learning Plan

*The Black Lives Matter movement began as a call to action in response to the violence and unfairness happening to Black people. The purpose of the week was to connect people all over the world to bring justice to Black communities. You all have been part of this! Even though we've been doing this learning throughout the week, it shouldn't stop here. Remember that this isn't just a moment, but a **movement!***

*As Black Lives Matter week comes to a close, I thought it would be great to read this book titled **I Am Every Good Thing**. I love this book because it celebrates and **affirms** the identities of Black people, specifically Black children.*

Prior to reading the book, you may choose to read the dedication note to give context to the purpose of the book.

In this book, you will hear the protagonist share many "I am" statements to tell us more about who he is. As we read this book, I want you to pay close attention to what this character wants to tell us about himself. Who is he? Who isn't he?

Read the text to students. Ask students to consider the following questions prompts:

- Who is the protagonist in this book? How does he describe himself?

- You may write a list/keep an anchor chart as students share, flipping back to the text to get more evidence as you go.
- Flip to page 16 (Although I am something like a superhero..) Here the protagonist is telling us who he is NOT. Why do you think the author chose to include these two stanzas in the poem?
- How are you similar/different from the character in this book?
- What “I am” statements would you use to describe yourself?
 - *Extension option: You may have students write “I am” poems about themselves using *I Am Every Good Thing* as a mentor text.

Reflection/Circle Questions + Taking Action

- Think back to the start of the week, how has your understanding of the Black Lives Matter movement changed?
- What kind of change do we need to see in order for Black lives to matter?
- Which of the 13 guiding principles resonated with you? And why?
- How can you bring awareness to the Black Lives Matter movement within your classroom? Home? Neighborhood? Friend group?
- How would you explain the Black Lives Matter movement to someone?

Exit Slip/Project/Performance:

Have students create Black Lives Matter posters by completing the following statements

- I know Black Lives Matter because...
- I can show that Black Lives Matter by...
- I can interrupt when people don't show that Black Lives Matter by...

After students have created their posters, you may choose to display them in the hallway, on their lockers, on your classroom door, etc.